



University of California

Agriculture and Natural Resources

4-H Youth Development Program

4-H Members Name: _____ Club: _____

WILDLIFE - Level 1

Explorer-The explorer level is the most basic of all levels. The youth begins to explore the boundaries of the project area, touching on many skills and knowledge areas that will be expanded later.

Date Initial

- ____ ____ Participate in a fieldtrip to observe wildlife.
- ____ ____ Keep a record of wildlife observations: Date, Time, Weather, Type of animal, how many, where seen, what was the animal doing?
- ____ ____ Make a wildlife resource map. Draw an area of about an acre, showing when & where animals were seen, the type of animal, the habitat, like a pond, fencepost, rock pile, tall grass, etc.
- ____ ____ Identify common map symbols including a key/ legend, north arrow, scale, roads, railroad, boundaries, etc.
- ____ ____ Know the county and state regulations regarding collection of specimens, such as bones.
- ____ ____ Complete one of the following projects:
 - Survey a pond or stream
 - Collect & identify seeds, berries or other wildlife food
 - Observe and make plaster casts of a variety of animal tracks
 - Collect and display signs of animal life such as bones, feathers, antlers, beaver cuttings, porcupine quills, snake skins.
- ____ ____ Enter your observation journal, map and project in the County Fair.

Project Leader's Signature of Completion: _____ Date: _____

4-H Program Representative Approval: _____ Date: _____

COMMENTS: _____





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WILDLIFE - Level 2

The Producer level builds and expands on the knowledge and skills learned in level 1- Explorer.

Date Initial

- ____ ____ Participate in several fieldtrips to observe wildlife.
- ____ ____ Keep a journal of your wildlife observations.
- ____ ____ Make a wildlife resource map of at least two new areas.
- ____ ____ Complete three or more of the following projects, in addition to those in Level 1.
 - Make a poster of California range map and a picture collection.
 - Collect and tan an animal hide. Contact a local taxidermist for advice if needed.
 - Make a fish display.
 - Photography: Select a group of wildlife to photograph, using the pictures to tell a story. For example: life of a quail, changes in a riparian environment.
- ____ ____ Enter projects in the County Fair.
- ____ ____ Give a talk on a related topic at Presentation Day.

Project Leader's Signature of Completion: _____ Date: _____

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WILDLIFE - Level 3

The Consumer level takes the member beyond the immediate project, out into the community, as they explore the project area in depth.

Date Initial

- ____ ____ Plan and organize at least one wildlife observation fieldtrip.
- ____ ____ Become a Junior/Teen Leader for the Wildlife Project.
- ____ ____ Complete a new project from the list of choices on Levels 1 or 2, OR continue a project you have already started. Make it more in depth by adding a specie, expand a collection, add more research, etc.
- ____ ____ Make something to improve wildlife habitat. Examples include: Cone nest for mourning doves, wood duck box, bat house, bird feeder, earthworm box, a terrarium, squirrel house, sheet metal predator guards, etc.
- ____ ____ Spend a day with a forest ranger, game warden, or other wildlife professional.
- ____ ____ Enter your projects in the County Fair.
- ____ ____ Give a talk on a related topic at Presentation Day.

Project Leader's Signature of Completion: _____ Date: _____

4-H Program Representative Approval: _____ Date: _____

COMMENTS: _____

